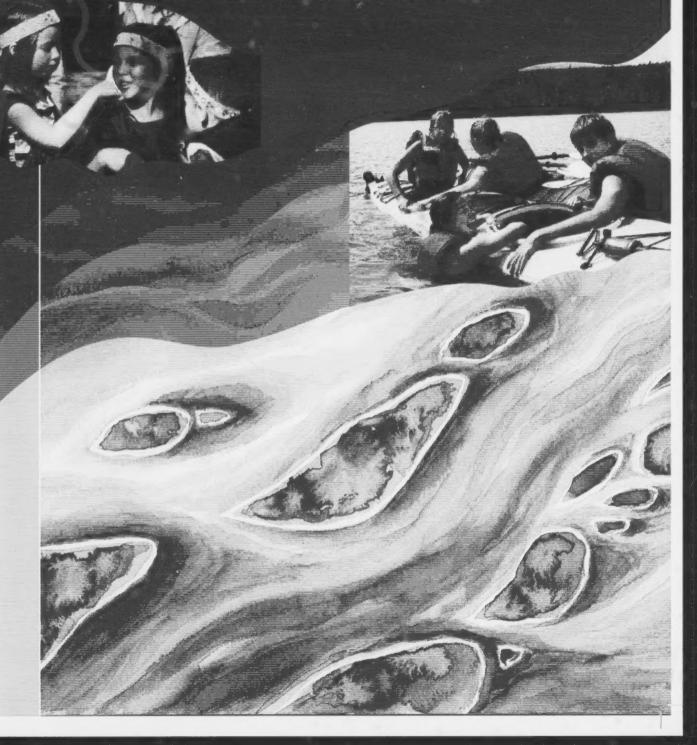
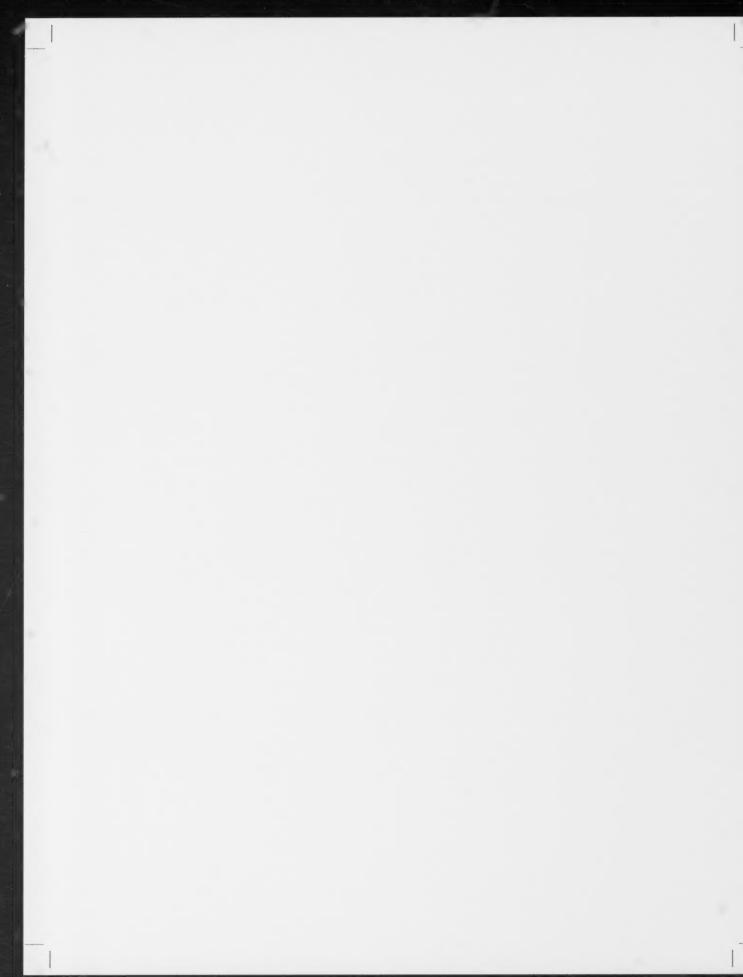
Yukon Government Department of Education

Annual Report 2010-2011 Academic Year





2010–2011 Annual Report Overview

Highlights of new initiatives in 2010-2011

Updates for ongoing initiatives

Performance indicators: tracking progress on department initiatives

This report fulfills the requirement of section 5(h) of the *Education Act*, which requires the Minister to table an annual report on the state of education in Yukon.



Table of Contents

Message from the Minister of Education	iv
Message from the Deputy Minister	v
Mandate	vi
Vision Statement	vi
Statement of Values	vi
Expenditures Per Student	vii

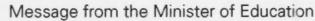
Chapter 1: New Initiatives 2010–20111
Improved Registration for Kindergarten Students1
Learning Together Program1
Early Development Instrument2
Early Years Transition Initiative2
Resiliency Initiative2
New Staffing Formula2
Building Leadership Capacity3
Labour Market Framework Strategies4
Annex to the Canada–Yukon Immigration Framework4
Wage Subsidy Program4
Cordwood Training Project5
Environmental Stewardship5
Youth Employment Program6
Leaders in Education/Innovation Fund7
CHAOS8
F.H. Collins Secondary School Replacement Project8
First Nations Language Proficiency Program9
Department of Education Five-Year Strategic Plan9
Yukon Assesment Matrix 10

The department of education works in meaningful partnerships to promote and support post-secondary education, labour market activities and lifelong learning.

Chapter 2: Ongoing Initiatives	12
Report of the Auditor General of Canada Update	12
YSIS Implementation	16
Integrated Risk Management Plan	17
Student Achievement	22
Chapter 3: Performance Indicators	24
Performance Indicators on the Five-Year Strategic Plan	24
Goal 1	24
1. Support an effective School Growth Process	24
2. Set conditions to fully engage parents	25
3. Nurture environmental stewardship	26
4. Maximize opportunities for distributed learning	26
Offer effective French language programs with academic excellence	
and strong enrolments	28
6. Support students to make effective transitions	32
7. Demonstrate improved success and student achievement with a focus on First Nation	

students, rural students and by gender......33

G	oal 241
	Monitor labour market needs and deliver courses for skill enhancement as required41
2.	Identify future labour needs and address through training and immigration44
3.	Support the strategic goals with the Community Training Funds
4.	Canada–Yukon Labour Market Agreement Performance Indicators



Dear Reader,

Welcome to the 2010-2011 Department of Education Annual Report. As a new Minister, appointed in November 2011, and as a graduate of the Yukon public school system myself, I am looking forward to opportunities and the challenges that lie ahead.

The report serves to congratulate the educators and employers involved in delivering programs and services to over 6,000 learners in 2010-2011. This includes the approximately 5,000 students enrolled in 28 public schools and more than 1,000 Yukoners who pursued trades training, upgrading or skills development last year. That means that one out of every five Yukon citizens benefitted from programs delivered or funded by the Yukon Department of Education last year.

The report provides an overview of how nearly \$130 million dollars dedicated by the Yukon government to education was allocated. In reviewing the report you will learn of many new initiatives that were introduced last year, and receive an update on the programs and initiatives launched previously. You will also read about student achievements, and see that many Yukon students complete their public school education in Yukon before moving on to post-secondary pursuits across the globe. You will also see that many opportunities remain for us, requiring that we continue to improve on education services in order to address the learning needs of all, and in particular those in rural Yukon, where learners face different challenges. There are many highlights of the past year but I would like to focus on perhaps the most all-encompassing initiative, that being the completion and release of a Five Year Strategic Plan. This document, "Our Commitment to New Horizons" has placed a greater emphasis on improving literacy and numeracy, preserving culture and increasing the educational achievements for all Yukon students. Over the next five years, this will serve as the umbrella document to put our government's commitment to education into action.

In closing, let me take the opportunity to acknowledge the efforts of former Minister Patrick Rouble. I know that as a Minister he was grateful for the contributions and support he received from all those educators, parents, students and employers who work so hard to make education a priority in our community.

I look forward to working with all of you over the next several years.

Sincerely,

Scott Kent, Minister of Education

Message from the Deputy Minister

Dear Reader.

I am proud to lead the Department of Education in supporting Success for Each Learner, a vision that reflects that we are all learners. From our youngest clients—young children and their parents in the Learning Together pilot program to prepare children for Kindergarten—to our support for the Targeted Initiative for Older Workers program, to our own staff development, the Department of Education expresses its commitment to lifelong learning every day.

Our learning as an organization continues to be reflected in our work with our partners in education. The Advanced Education Branch released five strategies under the Labour Market Framework. These strategies will help ensure employers have the workforce they need. We are confident in the strength of these strategies, because they were developed hand in hand with the hard work of our partners: business, non-government organizations, educational providers, federal and First Nations governments and Council of Yukon First Nations staff. In the Public Schools Branch, we are continuing our learning with numerous advisory committees in place to ensure we have thorough input from people affected by our decisions.

To help encourage a shift in our corporate culture toward working in collaboration with our partners and toward using proven practices in education, the Public Schools Branch is continuing to implement a five-year leadership plan so that our schools' formal and informal leaders have the knowledge and skills required to take Yukon's education system to new heights over the course of this millennium. The School Growth Process and the External Review process have been well received as part of the Accountability Framework for Yukon schools.

We continue to learn from the data we are collecting. Over time, we use the evidence about student achievement to help ensure the programs we deliver, and the teaching techniques we use, reflect the changing needs of students and the evolving values of our community. We also use this information to ensure that our resources are aligned according to need. The Labour Market Information Strategy will play a key role in helping decision-makers in understanding labour patterns and trends, which is essential for Yukon to remain competitive in a quickly evolving economy and labour market.

Our five-year strategic plan articulates our priorities on improving student achievement, improving our monitoring and evaluation of our programs, and continuing to work with our partners to support lifelong learning and our labour market, to support healthy Yukon communities.

I'd like to recognize our staff, our First Nations partners, our Labour Market Framework Strategy working group members, our school council members, and our many advisory group members for their contributions to shaping the new culture of education in Yukon. It's truly heartening to work with so many passionate, wise and committed people across Yukon, working together on supporting the lifelong learning journey of Yukoners.

Sincerely,

Samuel H

Pamela Hine, Deputy Minister of Education

Department of Education Mandate

The Department of Education mandate is to deliver accessible and quality education to all Yukon learners including children and adults by:

- establishing meaningful partnerships that promote and support lifelong learning;
- · ensuring Yukon has an inclusive and adaptive labour market;
- working in co-operation with parents to develop the intellectual, physical, social, emotional, cultural and aesthetic potential of learners so they may become productive, responsive and self-reliant members of society; and
- helping students get the skills and knowledge they need to lead personally rewarding lives.

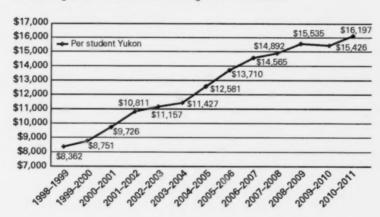
Statement of Values

Respect Equity Fairness Inclusion Integrity Responsibility Generosity Acceptance Caring Civility

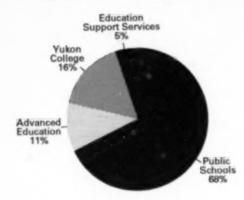
Expenditures Per Student

Expenditures per student include all direct operation and maintenance costs of operating the schools, including the cost of all school-based staff, materials, supplies, maintenance, security, grounds-keeping and utilities.

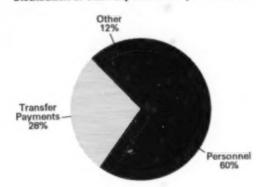
This cost per student does not include indirect costs such as branch administration, student transportation, in-services training for teachers and professional staff, curriculum development, First Native language program development, student accommodations for rural students attending school in Whitehorse and any capital costs. It is important to note that costs increase over time in part due to declining enrolments and collective agreement increases.



Distribution of O&M Expenditures by Program (2010-2011 estimate)



Distribution of O&M Expenditures by Allotment (2010-2011 estimate)



New Initiatives 2010–2011



The department introduced new, on-line Kindergarten pre-enrolment procedures for Whitehorse-area English and French Immersion schools, and registration began on February 14, 2011 on the department's website. Starting this process early, making it available on-line, and encouraging and supporting parents to pre-register greatly assisted the department in hiring staff and carrying out the planning well in advance of the beginning of the new school year in late August. Overall, this new initiative was a success and will be continued.

Learning Together Program

Early learning project prepares children for Kindergarten

A new early learning pilot project commenced at Selkirk Elementary School in Whitehorse to help expose pre-Kindergarten children to high quality learning activities with their parents or caregivers. The Learning Together program was developed to assist young children in their transition into the school environment. In the Learning Together program, pre-Kindergarten children aged three to five access a high-quality learning environment that will help them benefit from social interactions while adults who accompany them learn new ways to support learning. The program helps provide caregivers and children with a sense of well-being, belonging and social responsibility. It also helps develop creativity, language skills and literacy.

Parents and caregivers who attend Learning Together participate in ageappropriate learning activities with the children, led by an early learning educator. Activities are grouped into a variety of areas like dramatic play, literacy and crafts. Learning Together also features speakers for parents such as a talk by a child therapist for the Child Development Centre about the stages of child development. Learning Together began in early May and ran until June 11, 2011 three mornings a week on a drop-in basis. In the Learning Together program, pre-Kindergarten children aged three to five access a high-quality learning environment that will help them benefit from social interactions, while adults who accompany them learn new ways to support learning.

Early Development Instrument

Physical health and well-being
Social knowledge and competencies
Emotional health and maturity
Language and cognitive development
Communication skills and general knowledge

Children who are ready to learn when they start school in Kindergarten have an advantage they can carry with them all the way through school. In the 2010–2011 school year the department introduced the Early Development Instrument (EDI) as a tool to identify five areas of vulnerability which may affect student success.

The EDI is a checklist that Kindergarten teachers complete for each child in their class. The EDI will help schools identify the degree to which a child is ready to learn so that interventions can be made early to assist all students in being successful. The data from this instrument is used in part to develop community and school vulnerability profiles that inform the School Growth Process and school resourcing.

Early Years Transition Initiative

The Early Years Transition Initiative targets pre-Kindergarten to Grade 3 students. It is designed to identify learning vulnerabilities and ease transitions between pre-Kindergarten and Kindergarten. As well as the Learning Together program and the EDI, the initiative includes a Yukon-wide welcome-to-Kindergarten program known as Stepping into Kindergarten that was initiated in May 2010. Over the next five years new assessment and intervention tools will be available in all schools.

Resiliency Initiative

During the 2010–2011 school year the department started preliminary work on a Resiliency Initiative. Led by Dr. Wayne Hammond, the work will continue during the 2011–2012 school year to deliver a resiliency survey to all Grade 3–12 students. The information from this survey will help educators focus programming on social-emotional learning and provide information to inform the Rural Strategy.

New Staffing Formula

The department introduced a new formula for assigning staff and resources to schools that will lead to equitable, predictable and sustainable staffing for all Yukon schools.

The modern staffing allocation formula, based on equity, transparency, predictability, sustainability and accountability was developed by a multi-party advisory committee. The formula represents a move towards collaborative

Children who are ready to learn when they start school in Kindergarten have an advantage they can carry with them all the way through school.

planning rather than competition for resources between schools. The formula represents a student-centred approach that is intended to better meet the unique needs of each Yukon student. Representatives of the Staffing Allocation Formula Advisory Committee included the Yukon Teachers' Association; Association of Yukon School Administrators; area superintendents; Association of Yukon School Councils, Boards and Committees, and members from four school councils and the Catholic Education Association of Yukon.

Under the new formula the same number of full-time equivalent teaching positions have been retained while accommodating staffing allocations to changing student enrolment numbers. Providing school administrators with a timely and transparent staffing allocation process will also allow Yukon's educators to focus more of their valuable energy in the classroom. It is intended that this advisory committee will continue for one more year.

We have an obligation to provide each student, no matter which school they attend, the same opportunities to achieve success. This new formula provides for an equitable distribution of staff to each school while also allowing some flexibility to recognize the unique needs of individual students. School administrators worked with educators to implement the new allocation formula for the 2010–11 school year and it will be monitored on an ongoing basis.

Building Leadership Capacity

The role of the school administrator is critical in managing the instructional practices in the school, and the responsibility for student programming lies with the school administrator, according to the *Education Act*. Recruiting and retaining school administrators is a challenge for Yukon so developing the required skill sets to set Yukon administrators up for success is critical as is training aspiring administrators and those teacher leaders who wish to take on informal leadership roles with their school learning communities.

The current Public School Branch five-year leadership plan has included the Yukon Educational Leadership Program, the Masters in Education Leadership, the development of Leadership Framework for Yukon Principals and Vice-principals, Learning Teams based on the framework document, a review of administrative growth plans and administrator evaluation, the development of the Leadership Framework for Yukon School Councils, and support for Yukon First Nations languages training with Simon Fraser University. The plan is now in its fourth year of implementation.

A long-term commitment has been made to support leadership growth focused on instructional leadership, assessment for learning, and promoting innovation and understanding of current theory and practice.

Recruiting and retaining school administrators is a challenge for Yukon, so developing the required skills sets to set Yukon administrators up for success is critical.

Labour Market Framework Strategies

Training & Skills Development, Immigration, Recruitment, Employee Retention and Labour Market Information

The Advanced Education Branch released five strategies aimed at supporting Yukon's labour market. The strategies address the five pillars of the labour market: training and skills development, immigration, recruitment, employee retention, and information on the labour market to guide the direction of labour market development in Yukon. The strategies have a 10-year horizon and are intended to help ensure employers have the workforce they need.

The strategies were developed in partnership with representatives from business, non-government organizations, educational providers, federal and First Nations governments, and Council of Yukon First Nations' staff. Working group participants helped to develop these strategies over several months.

To read the strategies visit www.labourmarketframeworkyukon.com.

Annex to the Canada–Yukon Immigration Framework

The Government of Yukon signed an annex to the Canada–Yukon Immigration Framework Agreement during the past year. Through the annex both parties are working on the development of a pilot project that would be implemented by the summer of 2012.

Wage Subsidy Program Helping Yukoners get jobs

Last year the Advanced Education Branch facilitated a temporary wage subsidy to encourage employers to hire people who had been unemployed for a long period of time or those having difficulty entering the workforce. The initiative focussed on helping those who were eligible for existing employment programs and served as an incentive for employers to provide opportunities to people they would not normally hire for normal business operations.

Employment Central was responsible for marketing, delivering and monitoring the program, and for ensuring eligible clients were referred to work placements. The program provided an option for a work experience program, individual mentorship, job coaching, supported direct-marketing and recruitment of employers for the program by case managers, and matching potential clients with eligible employers. With a budget of \$200,000, it ran a maximum of 26 weeks. The maximum subsidy per client was 60 per cent of the entry level fair market wage for the job, and up to \$3,000 per client for costs associated with disabilities.

This initiative is funded through the Canada-Yukon Labour Market Agreement and the Canada-Yukon Labour Market Development Agreement. The Department of Education continues to take action towards creating the best educated, most skilled, flexible and inclusive workforce in the world.

Cordwood Training Project

Carcross construction and training project

The Advanced Education Branch launched an innovative construction training project that will ultimately contribute towards a new tourist facility in the Carcross area. In partnership with the Carcross/Tagish Development Corporation, the branch provided \$72,500 through the Labour Market Agreement to support training a local crew in cordwood construction—an ancient, resilient and simple technique that uses short split logs. This crew will also be trained to build an eco-friendly tourism facility to serve hikers and mountain bikers visiting Montana Mountain. This initiative provided full-time employment for five workers and one supervisor for the 2010–2011 building season.

Environmental Stewardship

The department made a renewed and focussed effort to model environmental stewardship in Yukon schools and at the Department of Education administration building in 2010–2011. Resources were dedicated to staff an environmental stewardship coordinator position to enable a focussed and lead role in carrying out the planning and implementation to make the department more green. Activities focussed on school facilities, transportation, environmental education and participating in the planning for the replacement of E.H. Collins Secondary School. The E.H. Collins replacement project includes plans for a LEED standard building design which will use significantly less energy and water than the existing school. Large windows will increase passive solar heat gain in the long Yukon heating season and will provide natural lighting and outside views to enhance learning.

Waste Diversion

Two school waste diversion pilot projects were established at Whitehorse Elementary School and Vanier Catholic Secondary School. While teachers and students have supported recycling and composting programs in Yukon schools for many years on a volunteer basis, these pilot projects represent the start of an organized approach by the Department of Education, school custodians, the Property Management Division of Highway and Public Works, the City of Whitehorse and waste management contractors. Early results show a waste diversion rates above 50 percent. This program will be rolled out to more schools in the future.

Lighting Retrofits

The department has continued with lighting retrofits in schools. In 2010–2011, significant upgrades of new energy efficient lighting took place at Christ the King and Jack Hulland Elementary schools. It is estimated that the conversion from T-12 fluorescent lights to T-8 fluorescent lights will result in energy savings of about 40 percent.

In partnership with the Carcross/Tagish Development Corporation, the branch provided \$72,500 through the Labour Market Agreement to support training a local crew in cordwood construction—an ancient, resilient and simple technique that uses short split logs.

VersaTrans Software

The Department of Education purchased school bus route planning software. The Versa Trans software gives us the ability to combine local GIS (Geographic Information System) data with student information to map our students, bus routes and schools. The software also supports efficient route planning thereby reducing fuel use and greenhouse gas emissions. Over the next year, the department will be working with members of school councils in the School Bussing Committee to make Whitehorse school bussing more efficient.

Bicycles

In the spring of 2011, the Department of Education made three bicycles available to staff for both recreational use during work breaks and to replace use of fleet vehicles to attend meetings around Whitehorse. With over 50 signed out uses of the bikes between June and October, having the bikes available has reduced the use of fleet vehicles by at least 40 trips and has produced the corresponding reduction in carbon offsets. The department will make the bikes available again next year.

Education

Environmental stewards—also extends to education in our schools, and several initiatives took place during the year to enhance the existing environmental education activities. Teachers from across Yukon attended a professional development workshop on environmental learning and experience in March. The workshop was presented by Dr. David Zanvliet, Associate Professor of Education at Simon Fraser University and Director of the Institute for Environmental Learning.

Water Quality Testing

A water quality testing program engaging students in hands-on learning about their local environment was started. Coordinated by the department's Experiential Education Consultant and supported by funding from Learning for a Sustainable Future, the program teaches students about the importance of the local water supply by conducting various tests on water including dissolved oxygen levels, pH, alkalinity, nitrate levels and marine life. Stay tuned for more greening of the schools and the department next year.

Youth Employment Program

Youth starting the new year with new jobs

The Advanced Education Branch helped create new jobs for Whitehorse youth in a pilot Youth Employment Program. Intended to create opportunities for Yukon youth, the program supports education and work transitions by providing employers with a wage subsidy to hire youth for up to five months. The program assisted business operators with a wage subsidy of up to 90 percent, to a maximum of \$12 per hour to workplace training for youth between 18 and 25 years of age.

The Advanced Education
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Program. Intended to create
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youth, the program supports
education and work
transitions by providing
employers with a wage
subsidy to hire youth for
up to five months.

Across Canada, a high number of unemployed individuals are youth who often have difficulty securing or sustaining employment due to lack of transferable skills or lack of job experience. This pilot program followed the success of the Young Workers' Employment Program for rural youth, the Summer Career Placement Program and the Student Training and Employment Program (STEP), which also seek to match youth with employers for work experience and training in Yukon. This was a pilot project that is expected to grow and continue in future years.

Leaders in Education/Innovation Fund

Innovative projects to help students learn

Seventeen Yukon projects from fifteen schools received funds toward innovative projects aimed at supporting student success in the 2010–2011 school year. The School Growth Planning Advisory Committee reviewed 22 proposals and selected 17 projects that were based on criteria including level of need, number of students affected, cost, feasibility and future cost and programming implications. The approved proposals related directly to completed School Growth Plans that the winning schools had prepared in collaboration with school councils, First Nations and other partners. Successful applicants included projects focussed on improving literacy, numeracy, social responsibility, cultural inclusion, staff skill-building, and the purchase of high-tech equipment to help improve the success of specific groups of students.

Of particular note were two projects related to Yukon First Nations. Johnson Elementary received funding for a Promethean board to support the development of Kaska language. This combines technology with a focus on enhancing First Nation language skills. The second project was monies to support a sense of community and belonging at Takhini Elementary school through the carving of two welcoming poles. Students and staff worked with Sundog carvers and Elders to create the poles. A ceremony to install the poles was held September 30, 2011, which included staff, students, community members and the Chiefs of the Kwanlin Dün and Ta'an Kwach'an First Nations on whose traditional territory the school is located. A total of \$75,000 was distributed among the 17 Yukon schools.

Check out these school websites to learn more about these school-based projects.

Christ the King Elementary École Émilie-Tremblay Eliza Van Bibber Golden Horn Elementary Ghuch Tla Community Holy Family Elementary Hidden Valley Elementary Jack Hulland Elementary

Johnson Elementary Porter Creek Secondary Selkirk Elementary St. Elias Community Takhini Elementary Teslin Whitehorse Elementary A total of \$75,000 was distributed among the 17 Yukon schools.

CHAOS

Community Heritage Adventure, Outdoors and Skills 9/10

Offered for the first time in the 2010–2011 school year, CHAOS 9 and 10 are delivered as an enrichment program to regular courses offered to students at that level. The focus during the semester is on integration of subject areas, as well as Yukon First Nation and western knowledge. Students in CHAOS 9 will receive credit for the following courses: English 9, Social Studies 9, Yukon Activity and Outdoor Education 9, and Fine Arts—Yukon First Nation Arts and Culture 9. Students in CHAOS 10 receive credit for English 10 (First Peoples), Social Studies 10, Yukon Activity and Outdoor Education 10, and Physical Education 10.

The CHAOS program complements other existing experiential programs including the Wood Street Programs of Music, Art, Drama, Dance 9/10 and 11/12; Achievement, Challenge, Environment and Service 10 (ACES); Experiential Sciences 11; Outdoor Pursuits and Experiential Science (OPES) 9; and Plein Air et Science Experientielles (PASE) 9.

F.H. Collins Secondary School Replacement Project

Since F.H. Collins Secondary School opened its doors in 1963, more than 6,000 students have graduated from the school. It still holds an important place in the lives of more than 600 students today, and this past year, the department began the first of many steps to replace the school. FSC Architects and Engineers Ltd. of Whitehorse was awarded the contract to design the proposed new F.H. Collins Secondary School and this marked an important milestone. FSC's contract was for just under \$3 million, a part of which will be spent in later fiscal years and the overall 2010–2011 capital budget for the F.H. Collins Replacement Project identified \$2.7 million for design. An evaluation committee reviewed the 17 proposals received on the project, assessing the designs based on a long list of criteria—most notably, design experience with similar projects as well as local knowledge. The project is expected to be completed by August 2015.

Since F.H. Collins Secondary School opened its doors in 1963, more than 6,000 students have graduated from the school. It still holds an important place in the lives of more than 600 students today, and this past year, the department began the first of many steps to replace the school.



First Nations Language Proficiency Program A celebration of the first eight graduates.

Eight students celebrated their graduation from the First Nations Language Proficiency Program, delivered in partnership by the Department of Education and Simon Fraser University (SFU) last year. Two learners, Colleen Joe-Titus (Southern Tutchone) and Sharon Shadow (Southern Tutchone), received post-baccalaureate diplomas in Arts and Sciences. Six learners received certificates in First Nations Language Proficiency. The programs were delivered remotely in Whitehorse and Yukon communities through a combination of coursework and master-apprentice immersion, complemented by fluent-speaking mentors in the communities. This project is an excellent example of the use of new technologies to preserve culture and traditions.

Post-Baccalaureate Diploma in Arts

Congratulations to Colleen Joe-Titus and Sharon Shadow, and a big thank-you to Lorraine Allen and Hazel Bunbury, the Southern Tutchone mentors.

Certificate in First Nations Language Proficiency

Congratulations to Bess Colley, Nancy Sterriah, Georgina Stone, Connie Jules, Kathy Magun and Melissa Hawkins. A big thank you to mentors Emma Sam (Tłingit), Josephine Acklack (Kaska), Bess Colley (Tłingit), Lorraine Allen (Southern Tutchone) and Hazel Bunbury (Southern Tutchone) who served as student mentors.

Department of Education Five-Year Strategic Plan

In February 2011, the Department of Education released a five-year strategic plan. In addition to initiatives generated as a result of the 2009 *Auditor General of Canada Report on the Department of Education*, Public Schools Branch and the Advanced Education Branch the plan identifies two goals that will guide department decision-making between now and 2016.

- Goal 1: Everyone who enters school in Yukon will have the opportunity to successfully complete their education with dignity and purpose, well prepared to enter the next phase in their lives; and
- Goal 2: Yukon has an inclusive, adaptable and productive workforce that contributes to and strengthens the economy.

The strategic plan can be found on the department website. Check out the goals, objectives and strategies that will be department priorities.

Six learners received certificates in First Nations Language Proficiency. The programs were delivered remotely in Whitehorse and Yukon communities through a combination of coursework and master-apprentice immersion, complemented by fluent-speaking mentors in the communities. This project is an excellent example of the use of new technologies to preserve culture and traditions.

Yukon Assessment Matrix

The Public Schools Branch finalized the Yukon Assessment Matrix in 2010–2011, as shown below. The assessment matrix provides an overview of those formative and summative assessments that educators use to support students

Formative assessments start in the early years of a student's academic life and emphasize the importance of having information to guide early interventions in literacy and learning behaviors. The Early Years Transition Initiative focuses on enabling success for all students and creates a consistent framework to address academic, social, emotional and behavioral vulnerabilities.

The Early Development Instrument (EDI) and the Early Years Evaluation (EYE) are administered in Kindergarten to identify five areas of vulnerability which may affect student success. The EDI is a checklist that Kindergarten teachers complete for each child in their class. It is a holistic measure of children's development across five key areas: physical health and well-being; social competence; emotional maturity; language and cognitive development; and

Yukon Assessment Matrix

Assessment	EYE-TA, EDI	Kindergarten Screen (Boehm)	Observations	Literacy Writing School Wide Writes	Literacy Reading- DART	Numeracy Problem Solving	Literacy Writing- YATS
Pre-K			~				
Kindergarten	~	~					
Grade 1			~				
Grade 2				~	~	~	
Grade 3				V	•	V	V
Grade 4				~	~	~	
Grade 5				V	~	~	
Grade 6				V	~	~	~
Grade 7				V	~	~	
Grade 8				V	~	V	
Grade 9				~	~	V	V
Grade 10							
Grade 11							
Grade 12							

Grade 12+

* EDI (Early Development Instrument) implemented February 2010.

EYE-TA (Early Years Evaluation) implemented November 2011-October 2012.

School Wide Writes implemented as a fall and spring assessment in 2009-2010.

DART (District Assessment of Reading Team) based on B.C. performance standards piloted in 2009–2010—full implementation by 2013.

YATS (Yukon Achievement Tests) grades 3, 6, 9.

Numeracy—formative assessment piloted in 2011, fully implemented by 2013 for grades 2-9.

Resiliency Survey-begins in winter 2012 for grades 3-12.

communication skills and general knowledge. The EYE will be administered in the 2011–2012 school year.

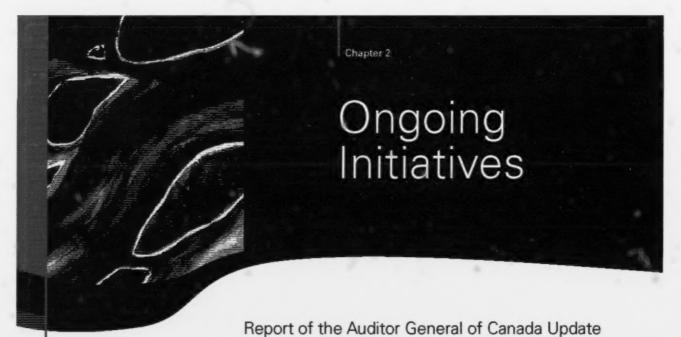
All Whitehorse schools and four rural schools have full-day Kindergarten, and the remaining nine rural schools have two full years of half-day Kindergarten for four and five-year-olds.

The Yukon Achievement Tests (YATs) are standardized summative assessments purchased from Alberta and given to students in grades 3, 6 and 9. The tests measure the performance of students' Language Arts and Math against the learning expectations established for their grade level.

Finally, a number of mandatory exams are administered each year as standardized summative assessments and these exams are required to meet the B.C. graduation requirements. Required exams include Grade 10 English, Math and Science; Grade 11 Social Studies; Grade 12 English; First Peoples English Grade 12 or Communications Grade 12; and Francaise Langue 12 for bilingual certification.

The assessment matrix is expected to be fully implemented by the end of 2013.

Literacy Reading YATS	Mathematics YATS	Grade to Grade Transitions	Required Exams	Final Grades	Completion Rates	Attend- ance	Demo- graphic
		~					
		V				~	V
		V				V	V
		V				~	V
V	~	V				V	V
		V				V	V
		V				V	V
~	v	~				~	~
		V				V	V
		V		~		~	V
V	V	V		V		~	~
		•	✓ English, Mathematics, Science	V		~	~
		V	~				
		V	 English (Française Langue for Immersion Certification) 	V	~	~	~
				~	V	V	V



Recommendation 39: Performance Objectives for the Education Subgroups

An assessment matrix, that includes both formative and summative assessment requirements, has been established and full implementation is expected by the end of 2013. Data is being collected at the school and department level as part of the School Growth Planning Process. The information enables analysis and planning, and provides for the department to establish target areas for change and growth. The 2010 Pan-Canadian Assessment Program results became available in November 2011 and will be used with the assessment data to compare and track each subgroup by way of gender, rural/urban, First Nation/non-First Nation, grade and age.

As an added support, the department has introduced the Early Development Instrument (EDI) which identifies five areas of vulnerability that may affect student success. The EDI is a checklist that Kindergarten teachers complete for each child in their class. The data from this instrument is used in part to develop community and school vulnerability profiles that inform the school growth planning process and school resourcing and enable support to be provided early. It is hoped that over time this intervention will lead to better performance by students.

Finally, the fully implemented Yukon Student Information System (YSIS) now allows the department to accurately track student data and absenteeism. This data will also help with early interventions.

Recommendation 47: Tracking Post-Secondary Student Progress

The department, in collaboration the Yukon Bureau of Statistics, designed and implemented a survey entitled *Yukon Youth Secondary School Transitions 2009–2010—What Happens During and After Secondary Schooling Experiences?*All Grade 8 students registered in a Yukon high school in September 2004 were selected to answer the survey over the phone for approximately 30 minutes. Two-hundred and twenty-six former students participated in 2010 and this same cohort will be contacted again in 2012 for a follow-up interview, and again in 2014. As well, a second phase of this study began in June 2011 involving students who entered Grade 8 in 2005.

The department of education works in meaningful partnerships to promote and support post-secondary education, labour market activities and lifelong learning.

The report contains descriptive statistics and summaries of students' high school experiences, as well as what their education and career goals were during and after high school. Progress and completion rates of people enrolled in the apprenticeship program, as well as students funded through the Yukon Grant and the Student Training Allowance, will be tracked using the Yukon Student Information System once the system is fully operational in the fall of 2012.

The findings of the first set of interviews are available in the final report located on the Department of Education website. Highlights of the study include:

- 34% and 32% of those students who left high school left in Grades 10 and 11 and cited lack of interest (34.1%) and personal problems (20.2%) as the reason for leaving.
- Of 61.5% who graduated with a diploma, 27.3% went to university, 17.3% went to college and 2.9% pursued an apprenticeship.
- Of 31.9% who didn't complete high school, 13.9% went to college, zero to university.
- 95.6% of all students ranked graduating from high school important or very important.
- 44.3% plan to upgrade after or since finishing high school.
- Of 139 Yukon graduates who went to university, 64.4% found high school had prepared them, 26.7% were somewhat prepared and 0.1% felt unprepared.
- 52.6% found high school prepared them for college studies, 26.3% were somewhat prepared and 19.3% were not at all prepared from high school.
 www.education.gov.yk.ca/pdf/yyssts final report ed approved9May2011.pdf

Recommendation 50: Coordinate with Yukon College-Student Readiness

The department is continuing to meet with Yukon College to ensure alignment of the needs of graduating high school students with the entry level requirements of the college. Yukon College has been implementing a student exit survey to confirm employment outcomes of students who have attended the college. The data will help inform the college as to what services are useful and required in future for student success.

Recommendation 62: Community Training Funds-Comprehensive Strategy

A full review of the Community Training Fund was completed by the department to ensure funding decisions align with defined needs and priorities. This includes revising and updating the 1998 Yukon Training Strategy and developing a Comprehensive Skills and Trades Training Strategy. The Funding Agreement template was revised in accordance with recommendations made in the 2009 Auditor General report and those reflect government-wide changes to the process and template. Contribution agreements have been changed in accordance with a new initiative by the Department of Finance and are now referred to as Transfer Payment Agreements. These forms include an evaluative component to ensure that program objectives are being achieved. Finally, more human resources have been dedicated to monitoring the Community Training Funds.

In the new Labour Market Framework, announced in February 2011, a comprehensive package of strategies was released to guide the Yukon labour market for the next ten years. The strategies include a Comprehensive Skills and Trades Training Strategy, to replace the former 1997 strategy, a Recruitment and Retention Strategy, an Immigration Strategy and a Labour Market Information Strategy.

Recommendation 70: Long Term Strategic Plan

The department has completed a Five Year Strategic Plan along with branch plans to guide the priorities of the department. The Strategic Plan summarizes the timelines and linkages of the initiatives that the department has identified as priorities for the five years between 2011–2016.

Recommendation 76: Integrated Risk Management Plans

The department incorporated an Environmental Scan section in the annual report for the 2008–2009 school year, and has done so again this year. In addition to that, a Risk Management Framework is being developed, in collaboration with the Department of Highways and Public Works, Risk Management Branch, and plans to release a Risk Management Framework for the department in the 2011–2012 school year.

Recommendation 81: School Growth Planning Policy

A School Growth Planning policy was approved in 2009 to clarify the comprehensive School Growth Process. The policy includes evidence-based school planning, the ongoing use of evaluate in meeting goals and objectives, and school reviews to assess the work of the school. The policy is in the department policy manual and located on the department website.

www.education.gov.yk.ca/pdf/School. Growth Planning Policy.pdf

Recommendation 92: Human Resource Plan

A corporate YG Human Resource Management Plan led by the Public Service Commission has been completed. Education's departmental human resource plan will follow the corporate plan and will be completed during the 2011–2012 school year. The plan will direct department staffing and ensure equitable alignment between needs and resources. A Staffing Allocation Formula, defining the allocation of FTE resources for schools was developed, implemented and released in 2010. The new Staffing Allocation Formula will provide for greater certainty about staffing needs in schools and more effective matching of resources with needs.

Recommendation 99: Long-Term Fecility Plan

The Department is developing a Facilities Plan that can be used to inform long term maintenance and facility replacement.

The Department of Education is also working with the Department of Highways and Public Works (HPW) to develop a service level agreement that will clearly define the roles and responsibilities of the two departments regarding the ongoing maintenance of Education facilities. Education will be the first of several government departments to enter such a service level agreement with HPW.

Recommendation 103: Teaching Staff Evaluation

All administrators have been advised of those teachers who are not current in their three-year evaluation cycle, and steps are underway to ensure that teachers are fully evaluated on a three-year cycle and participate in professional growth plans.

Recommendation 108: Comprehensive School Facility Audits

The department is presently developing a comprehensive service level agreement with the Property Management Division that will clarify roles, responsibilities and timing for facility maintenance and upgrades. Facility audits are being completed in accordance with the schedule committed to in the Implementation Plan for the Auditor's Report. Detailed seismic evaluation of buildings identified in phase one seismic testing is proceeding over the 2011–2012 fiscal year.

Education will undertake comprehensive energy audits on three Whitehorsearea schools as a pilot project over the 2011–2012 fiscal year. The audits will look at such elements as building envelope competency, HVAC systems and lighting in order to identify the most appropriate renovation projects which improve energy consumption. The information from the system-by-system school building assessments will be incorporated in a five-year capital plan presently being developed.

YSIS Implementation

Yukon Department of Education's Student Information System (YSIS) is now fully implemented in Yukon schools. Attendance, report cards, graduation program tracking and individual education plans are managed through this centralized system, with the exception of École Émilie-Tremblay.

The department continues to appreciate the many benefits resulting from the implementation of a comprehensive student information system, such as improved access to accurate data for program planning and to support school growth planning. YSIS has led to the refinement of a number of system-wide practices that assist staff members in their daily work, and provides parents and students with more consistent reporting practices throughout Yukon. This includes:

- · graduation tracking to ensure students meet credit requirements;
- development of "Reporting on Student Progress in Yukon Schools" for Yukon teachers;
- Individual Education Plan (IEP) consistency in format and reporting among schools;
- Yukon-wide report cards that include a format and procedures for reporting that are consistent among all schools; and
- · availability of data for program planning and school growth.

Early in the fall of 2010, it was announced that eSIS, the parent company of YSIS, had been acquired by Pearson International. The department has been working with various school districts in British Columbia and the B.C. Ministry of Education to investigate student information systems that can provide the multitude of features that YSIS provides today. The timeframe to implement any new student information system will be 3–5 years. In the meantime, day-to-day operations of YSIS will not be affected.

Integrated Risk Management Plan

Environmental Scan

The Department of Education, like many other Yukon government departments, is participating in the development of a Government of Yukon corporate Enterprise Risk Management (ERM)—a systematic and documented approach risk management. The ERM identifies, analyses and evaluates risks based on department objectives using a standard likelihood—consequences matrix. In other words, what are our risks, what are the consequences of their occurrences and how likely are they to occur.

Over the next 12-month period the department will apply this framework to the areas of risk that are looming on the horizon of our mandate, and those identified risks will be included in a wider, Yukon Government Risk Management Registry. The department Risk Management Plan will also identify and assess risks at a department level, branch level and at all units within those departments. Overall, the areas of risk are detailed as follows.

1. Declining enrolments in public schools

While enrolments in Yukon schools continue to decline overall, three schools are approaching capacity: Whitehorse Elementary, Elijah Smith Elementary and Christ the King Elementary. As well, interest continues to grow for French Immersion and a lengthy waiting list now emerges each year. Planning and development in the City of Whitehorse continues to occur in areas over and apart from those areas where capacity exists and this is an added challenge. The department will continue to monitor enrolments to ensure that overflow schools and joint catchment areas are established to support new growth.

First Nation self-government agreements: transfer of responsibility for education

Eleven First Nations have self-government agreements that include clauses to transfer responsibility to deliver education programs themselves. The Government of Yukon is involved formally with the Tr'ondëk Hwëch'in government and discussing options for the education of their citizens. At the same time, the Department of Education has invested in a number of initiatives to make the public school system an attractive choice for all Yukoners, including self-governing First Nations. The department will continue to develop programs and structures that support First Nation education initiatives to continue to increase the presence and delivery of First Nations culture, language and curriculum in Yukon schools.

3. Yukon Student Information System (YSIS) acquisition by Pearson International

On November 16, 2010, the department received notification that Pearson International had acquired Administrative Assistants Ltd. (AAL), the parent company of YSIS. The department has been working closely with the B.C. Ministry of Education and school districts using the same student information system software to discuss how this announcement might affect Yukon schools. We have been advised that for the foreseeable future (three to seven years) YSIS will continue to serve as Yukon's student information system. During this transition period the system will continue to be supported. The department will need to monitor any changes that may affect YSIS and be prepared to implement system upgrades required as a result of this corporate change.

4. Court case with the Commission scolaire francophone du Yukon (CSFY). The decision was handed down on July 26, 2011 for the CSFY court case. It is a lengthy, complex and very important decision that has far reaching consequences. The Government of Yukon will closely monitor the proceedings and costs arising from the outcome of the decision.

5. Increasing behavioural and learning needs of students in Yukon schools The Early Development Instrument (EDI) uses a checklist to identify vulnerability by geographic location in areas of physical health and wellbeing, social competence, emotional maturity, language and cognitive development, communication skills and general knowledge. Yukon-wide, 37.1 per cent of children were vulnerable on at least two indicators.

The department continues to monitor the increasing number of students' diverse learning and behavioural needs, and this continues to place a demand on resources. The department will continually realign resources to meet the needs for educational assistants and to align teaching resources with learning needs to meet the inclusive education requirements in the *Education Act*. A department human resource plan is in the early phases of development and is expected to address some of these resource and learning needs.

6. Yukon Achievement Tests (YATS)

Since 1994, Yukon has participated in Yukon Achievement Tests (YATS) which are standardized assessment tests. YATS are administered in Grades 3, 6 and 9 in Language Arts and Mathematics. The tests are based on Alberta curricula and are consistent with the western and northern Canadian protocol. In recent years concerns have been raised by staff and parents about the validity of these test results given the timing of the test and the extent to which they relate to Yukon curricula.

In relation to timing, historically Alberta has been flexible as to when the tests were written. This changed two years ago, and since that time Alberta has determined the dates during which the tests must be written. For some Yukon schools this has meant writing the test in the last week of school or even on the last day of school. This has been problematic in terms of the students being as fully engaged as they could be at another time of year.

Yukon delivers B.C. curricula and increasingly, concerns have been raised about the differences between the curricula for the two provinces. There are growing concerns that the differences may be widening and these differences are cited as having an impact on the test results, particularly in Mathematics. During the 2011–2012 year the department will compare the curricula used in Yukon to that used in Alberta in order to determine whether or not to continue with the Alberta tests or if it makes sense to move to an assessment more consistent with the B.C. curricula.

7. Health behaviors study

A health behaviour in school-aged children survey was conducted by the Yukon Bureau of Statistics, on behalf of SPEG/Queen's University, and the Yukon government Departments of Health & Social Services and Education. The survey results are considered important by these government groups because they offer a means of providing a wealth of information that could guide health promotion programming, curriculum development and selection, and school policy. Allocated funding made it possible to survey every student in Grades 6–10 in Yukon.

The data collection started in the rural Yukon communities on September 28, 2009 and finished in Whitehorse on December 11, 2009. In total, 13 schools in rural Yukon and 15 schools in Whitehorse were visited. The interviewers conducted a total of 80 classroom sessions, including two in French. A total of 1439 questionnaires were completed and mailed to Queen's University. See the full study at: www.hss.gov.yk.ca/pdf/health_behavious_2011.pdf

Overall, the study found a number of things to celebrate, and the following causes for concern:

1. Bullying

Bullying is a major area of concern for students in Yukon. Across age levels, grades and genders, over 50 per cent of students report having been bullied in the past couple of months. While lower, the rate of students being bullied once a week or more is still alarmingly high. It certainly seems that bullying prevention programs, especially programs targeted to individual groups and their likely experience of bullying, deserve continued support by schools and communities.

2. Cannabis Use

Cannabis use is high among Grades 9 and 10 students in Yukon. Almost 41 per cent of rural males in Grades 9 and 10 indicate cannabis use in the past 30 days. Additionally, students do not see that smoking cannabis is that risky on an occasional basis or, for about one quarter of Grades 9 and 10 students, on a regular basis. For cannabis use to decrease, students' perceptions of its risk must be challenged.

3. Grades 9 and 10 Rural Girls and Mental Health

Several findings point to the difficulties rural girls in Grades 9 and 10 are having with their emotional health and well-being. They self-rated their health more negatively than other students. Significant numbers of them felt helpless and wished they were someone else. They also engaged in more risk-taking, such as driving while impaired, riding with an impaired driver, and not wearing a helmet. They viewed their family experiences in a negative light, and they generally were physically inactive. Indeed, Grades 9 and 10 rural girls seem to be a population at-risk.

4. Grades 9 and 10 Rural Boys and School Experiences

Put simply, the Grades 9 and 10 rural boys were much more negative toward school than other groups. They liked school the least, they viewed teachers in a poor light, and they did not see the school setting as either fair or nice. While efforts should be made to more actively engage students in the school setting across locales and grade levels, specific efforts for Grades 9 and 10 boys in rural settings might be especially warranted.

5. Eating Patterns

Not all groups in Yukon eat as well as other groups. Boys tend to make poorer food choices than girls, and rural students poorer choices than urban students. While the rural—urban difference may be explicable through the cost and availability of healthy foods, the gender difference is almost assuredly affected by gendered attitudes toward healthy foods. Furthermore, greater than 25 per cent of Yukon students say they go to bed hungry because of lack of food with the percentages particularly high for boys in rural areas.

8. Education Appeal Tribunal

The 2010–2011 school year saw a continuation of the trend towards more appeals being filed for resources for special needs learners. The department will need to provide support and clarity to school based teams to ensure that procedures are clearly followed when a child with an exceptional learning need presents.

9. Yukon Nominee Program, labour market programs and immigration

Yukon, like all other Canadian jurisdictions delivering immigration programs to address and help meet labour market needs, will continue to come under scrutiny as the programs are delivered. Overall, the programs have been monitored by labour groups, the chambers and citizen rights groups to ensure that the labour market and business needs are balanced against the rights of temporary foreign workers and immigrant labour. Yukon's Labour Market Framework, and the wide range of working groups that support implementation of that framework will assist the department in obtaining that balance.

10. Facility audits for Yukon schools

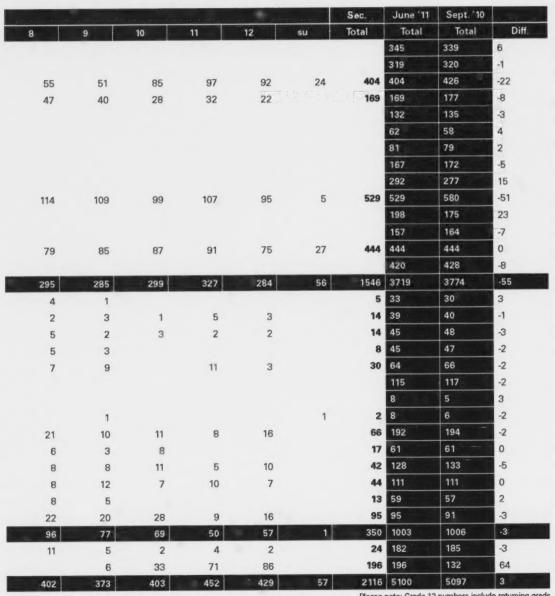
The facility audits that were started in 2009 will be completed in 2011 and there will be an expectation that any deficiencies are identified, prioritized and that some headway is made towards addressing them. The department will be expected to plan for this by setting aside the resources to complete the work and to work with the Department of Highways and Public Works to set in place a work schedule.

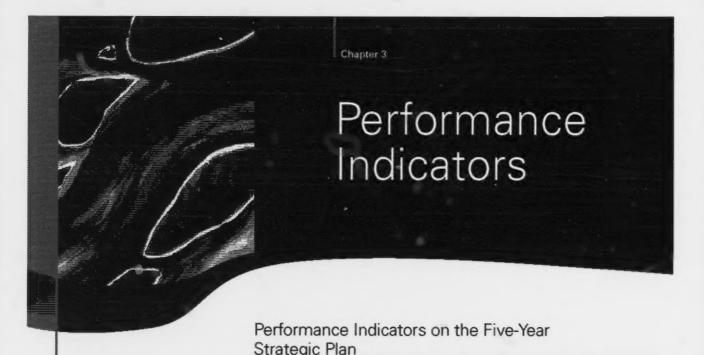
Student Achievement

Enrolment by School Grade

All Yukon schools by grade (June 30th, 2011)

3142			Grade)		apisi nati	Nationalis	herestuw	it skille	Lando dos		Elen
AREA		PROGRAM	K-4	К	1	2	3	4	5	6	7	Tota
Urban	Christ the King Elementary	English		37	46	36	46	37	44	47	52	345
	Elijah Smith Elementary School	English		35	44	42	44	35	39	44	36	319
	F.H. Collins Secondary School	English										
		French										
	Golden Horn Elementary School	English		16	14	21	12	17	17	23	12	132
	Grey Mountain Primary School	English		16	18	17	11					62
	Hidden Valley School	English		10	17	8	3	15	10	15	3	81
	Holy Family Elementary School	English		19	19	22	23	23	23	18	20	167
	Jack Hulland Elementary School	English		36	28	32	33	36	49	40	38	292
	Porter Creek Secondary School	English										
	Selkirk Elementary School	English		19	16	17	29	30	33	25	29	198
	Takhini Elementary School	English		15	14	19	23	21	24	15	26	157
	Vanier Catholic Secondary School	English										
	Whitehorse Elementary School	French		51	60	53	59	41	41	51	64	420
Urban	Total			254	279	267	283	255	280	278	280	2173
Rural	Chief Zzeh Gittlit School	English	3	3	4	3	3	1	3	5	3	28
	Del Van Gorder School	English	6	4	1	2	5	2	2	1	2	25
	Eliza Van Bibber School	English	3	6	1	2	2	4	4	7	2	31
	Ghùch Tlâ Community School	English	1	5	5	5	3		9	5	4	37
	J.V. Clark School	English	4	3	2	6	7	2	2	3	5	34
	Johnson Elementary School	English		13	18	12	9	27	11	10	15	115
	Kluane Lake School	English	2			3		1		1	1	8
	Nelnah Bessie John School	English	2	1		1			1		1	6
	Robert Service School	English		20	14	18	13	16	19	20	6	126
	Ross River School	English	2	4	5	5	5	5	6	10	2	44
	St. Elias Community School	English	11	9	12	9	11	6	11	6	11	86
	Tantalus School	English	5	7	8	6	15	6	6	8	6	67
	Teslin School	English	6	7	3	5	5	2	6	7	5	46
	Watson Lake Secondary School	English										
RuralT	Total		45	82	73	77	78	72	80	83	63	653
	École Émilie-Tremblay	French	22	19	26	13	24	11	15	14	14	158
	Individual Learning Centre	English										
Total			67	355	375	357	385	338	375	375	357	2984





Goal 1

Everyone who enters school in Yukon will have the opportunity to successfully complete their education with dignity and purpose, well prepared to enter the next phase in their lives.

1. Support an effective School Growth Process

School Growth Plans were developed and approved in each school during the 2010–2011 school year, and the school growth planning advisory committee reviewed the plans on May 30 and June 1, 2011.

The major areas of focus included using the school growth planning process to create safe, caring conditions for learning for all students, nurturing social responsibility, supporting literacy across the curriculum, employing a pyramid of intervention to address student needs early and enhancing the success of Yukon First Nations learners.

Of the school plans reviewed by the committee, 100 per cent made reference to current levels of student achievement with many displaying appropriate data sets. Eighty-two per cent identified specific student–related targets for improvement and several smaller schools with few students at each grade indicated that the target was improvement related to individual progress.

In the fall of 2011, all schools will receive feedback on their growth plan. Superintendents and/or the Director of Student Achievement will meet with each principal and/or school growth planning team to review the plan. A new data profile of outlining assessment information for each grade at each school will be used to guide discussions and any revision needed to the plans. Major areas for discussion include the use of evidence, differentiating instruction to support each learner in doing their personal best, the inclusion of staff students, school council community and First Nations in the process and the need for ongoing monitoring of progress.

... caring conditions for learning ... nurturing social responsibility, supporting literacy ... enhancing success ...

As well, 13 schools underwent external school reviews during this reporting period. Each school received a report providing observations about the school and its strengths, as well as recommendations about areas for growth related to improving student outcomes. It is expected that each school will respond to the review recommendation in their school growth plan for 2011–2012. The school review cycle will be completed in the 2011–2012 year with 13 schools undergoing reviews.

2. Set conditions to fully engage parents

Community involvement at both the local school level and at the department level was strongly recommended in the Education Reform final document. Since receiving that document in February 2008, the Department of Education has developed a comprehensive infrastructure for community involvement and the engagement of parents in planning, programming and evidence-based decision-making.

At the department level, a number of program advisory committees have been structured to provide advice on areas of need, planning, implementation of programming and areas needing revision, and communication. The following advisory committees are currently in place:

- Yukon First Nations Education Committee—representatives from Yukon's 14 First Nations sit on this committee
- School Growth Process Advisory Committee
- Secondary School Advisory Committee
- Building Advisory Committee (F.H. Collins replacement)
- · Leadership Advisory Committee
- Special Education Advisory Committee
- French Second Language Review Advisory Committee and four working groups
- Staffing Allocation Advisory Committee
- Urban to Rural Transitions Advisory Committee
- Transportation Advisory Committee
- · Policy Advisory Committee

At the school level, parents are involved through the formal school council processes and in the School Growth Process, either as members of the internal School Growth Planning Team or as participants in broader community collaborative conversations regarding the planning process.

The External School Growth Process Review teams involve parents and community members who participate in the review of Yukon schools other than their own local school.

Parents with students with exceptional learning needs are involved in the development of Individual Education Plans for their children.

3. Nurture environmental stewardship

Over time the department expects to report on benefits and cost savings that result from environmental stewardship initiatives. The following investments this past year are expected to generate cost savings in subsequent years.

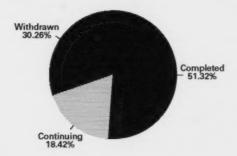
- Two school waste diversion pilot projects at Whitehorse Elementary School and Vanier Catholic Secondary School. Early results show a waste diversion rates above 50 per cent.
- Lighting retrofits at Christ the King and Jack Hulland Elementary schools suggest that the conversion from T-12 fluorescent lights to T-8 fluorescent lights will result in energy savings of about 40 per cent.
- The purchase of school bus route planning software, VersaTrans, will provide the ability to combine local Geographic Information System (GIS) data with student information, and that will over time lead to more efficient bussing costs.

4. Maximize opportunities for distributed learning

Distributed Learning

Often referred to as distance learning, distributed learning programs increase students' access to learning opportunities in all Yukon schools. Regardless of a student's location or school population, through distributed learning programs, students have access to all prescribed courses available in B.C.'s distance education schools and through Alberta Learning. Over time the department will monitor distributed learning enrolments to obtain higher completion rates and fewer withdrawals.

Distance Education Course Enrolment (2010-2011)



Completion rates as a percentage of enrolments in distance learning opportunities.

Total Distance Learning Enrolments: 76

Home Education

Often referred to as home-schooling or home-based education, home education is an option available to all Yukon students. It is a way for students to learn in their homes and communities with an approach that is adaptable, individualized and managed by parents.

To support home education students, the Department of Education provides the following resources upon request:

- · Learning resource materials (i.e. textbooks/teacher manuals)
- · Access to school equipment/facilities (i.e., library, gym, computers)
- Distance education courses from the B.C. Ministry of Education are provided to registered home education students from grades 1–12
- Yukon-wide standardized tests
- Course description handbook for secondary students
- · School newsletters and other information about school events
- Assessment and consultation regarding a child's abilities and development (i.e., physical and emotional development, hearing, speech, language and reading.)



5. Offer effective French language programs with academic excellence and strong enrolments

Executive Director's Report Yukon Francophone School Board #23 2011 Annual General Meeting

Last year, the Yukon Francophone School Board #23 adopted its new 2010–2015 strategic plan. The Executive Director's report follows the five streams of the strategic plan and the various accomplishments of the year.

Here is a summary of new and ongoing activities for the 2010–2011 school year.

Streams

- 1. Curriculums and educational services
- 2. Identity building
- 3. Communication
- 4. Community involvement at the local and national levels
- 5. School management

1. Curriculums and educational services

General

Each year, the CSFY asks the schools to prepare an educational project at the elementary and secondary levels. These projects are based on students' needs. Various goals are set, to be met during the school year, and strategies and activities are developed around these goals.

The CSFY supports meetings of professional learning communities during the school year that are planned according to the goals of the educational projects.

The CSFY facilitates collaborative meetings that are also planned to strengthen the educational practices in relation to the educational projects.

Schools prepare resource documents in reading, writing and mathematics in order to provide students and parents with charts and continuity in the student's learning.

An evaluation template is being developed with a link to B.C.'s educational projects and curriculums. Formative and summative evaluations at different levels and times during the year provide an accurate, progressive picture of the student's academic development.

New school report cards were created and are being used at the elementary and secondary levels, in accordance with curriculum requirements and the methods promoted in the schools.

The student body continues to grow and there is a significant lack of physical resources. The Émilie Tremblay School and Parhélie Academy are losing their music room, computer lab and arts room.

From 2005 to 2011, the numbers went up from 111 to 205, an increase of 85 per cent. There has been an increase of 110 per cent at the elementary level, and of 26 per cent at the secondary level.

Each year, over the last five years, we have seen an increase of about 10 per cent. While the majority of English schools are declining and their schools are emptying, the Émilie Tremblay School and Parhélie Academy are growing.

Interesting trends to note at the secondary level are that after leaving, some students come back in order to receive their diploma from our school. Also, students from different Yukon schools join us as our program meets their needs.

It is important for the CSFY, to ensure that students and staff have the necessary resources to meet the department requirements. Curriculums are constantly being analyzed, and there is a continual search for resources that will meet everyone's needs. When new programs are introduced, the school staff takes part in workshops in order to get trained and use the new material.

Parhélie Academy (CSFY file)

The five-year pilot project was in its fourth year and staff reviewed its successes and challenges that remain to be addressed.

Each year, the program is analyzed, evaluated, clarified, strengthened and completed on a six-year cycle.



Outings, camps and field trips are directly linked to B.C. programs. Experiential and integral plans are prepared for each outing. Evaluations are completed at the end of each outing.

A unique path is offered to students, with various certifications that go beyond the regular program. Also, students finish high school with two first languages and an introduction to a third one. The CSFY is the only Yukon institution that can offer this clear advantage.

Laptops are a critical tool for research and presentations.

It is important for the CSFY and the school to get involved in the community and high school students volunteer each year. They also take part in various sports activities with other Yukon schools.

Activities at Yukon College and in various work places are offered to the Parhélie Academy students.

Special needs

In 2010–2011, the alternative program was recognized by the Department of Education. A teacher was hired. A program was developed and adapted and continues to be adapted according to the needs of each of the students.

Students' records are updated and presented to the Department of Education in accordance with requirements.

The CSFY uses the services of a francophone educational psychologist from B.C. to meet the needs of its students. Services offered to students are linked to the recommendations made in the reports received. Also, the CSFY offers remedial instruction and psychoeducation at the school. The Department of Education also offers specialized services to students. Unfortunately, several of these services are available only in English.

Help to parents and exogamy (mixed couples)

A coordinator in exogamy/francization and early childhood was hired.

An analysis was conducted of the needs of anglophone parents at the schools. Workshops, training sessions, dinners and talks are being organized to offer parents a forum for discussions and winning strategies to support their children throughout their school career.

Francization

The program continues to develop at the elementary level according to students' needs. Annually, at the start of the school year, formative assessments are done at all levels and the services are offered based on the results.

At the secondary level, the francization program was introduced and the specific program is in development.

Early childhood

The program used at the Jardin is being revised and will be harmonized with what is being done at the daycare to ensure continuity.

Partnerships were created with la Garderie du petit cheval blanc, les petits anges de Céline, les EssentiElles, the PCS and the SOFA to share available resources and offer support to all the stakeholders. Many workshops were offered during the year.

2. Identity building

The position of cultural integration coordinator is maintained. This position is the only employee of the CSFY under the exclusive control of the CSFY.

The coordinator plans annual activities for the schools. This planning is shared with the francophone community to harmonize the activities offered and establish a joint plan.

The coordinator works with the youth branch of the AFY in order to meet the community and academic needs of schools, an enormous task of harmonization.

The coordinator takes part in the meetings of the Education Community Partnership (PCÉ).

The coordinator offers workshops to students at the Parhélie Academy for the school radio and volunteering.

The coordinator establishes links with other schools for various cultural activities throughout the year.

3. Communication

The position of communications officer was not maintained in 2010–2011 for budgetary reasons. A posting will again be set for 2011–2012.

The CSFY was able to offer a certain level of communication service during this transition year.



The CSFY's website was regularly updated. During the court case, summaries were offered. Also, the judgment and accompanying releases were put on the site. Explanatory meetings were offered to the staff and the community.

Public meetings are announced and take place every six weeks. The meetings are followed by forums in order to offer a platform for discussion with parents. Minutes are put on the CSFY website.

Community involvement at the local and national levels

Local community

The CSFY manages the meetings of the PCÉ (Education Community Partnership). These meetings are an ideal springboard to discuss community issues in education. The PCÉ is comprised of la Garderie du petit cheval blanc, les EssentiElles, the PCS, the AFY, the youth branch of the AFY, the cultural branch of the AFY, the SOFA, the Émilie Tremblay school and the CSFY.

The CSFY offers its premises and equipment to the community, according to the needs expressed.

The CSFY supports la Garderie du petit cheval blanc in its educational development.

The CSFY takes part in various community meetings.

The CSFY takes part in meetings of the parent committee and offers financial support to the committee.

Nationa

The CSFY takes part in the meetings of four national organizations and one regional one: the Fédération nationale des conseils scolaires francophones (FNCSF) (Francophone National Federation of School Boards); the Association canadienne d'éducation de la langue française (ACELF) (Canadian Association of French-Language Education); the Regroupement national des directions générales en éducation (RNDGÉ) (National Group of Executive Directors in Education); the Association canadienne des agents de communication en éducation (ACACÉ) (Canadian Association of Communications Officers in Education) and the Association des directions d'éducation de l'Ouest et du

Nord (ADÉON) (Association of Western and Northern Education Directors).

- The FNCSF has one annual meeting attended by the executive director, the president and a commissioner of the CSFY. The FNCSF is the spokesperson for all the Francophone school councils and boards outside of Quebec. This organization is involved at all levels of education and lobbies various federal organizations in the education sector. The FNCSF showed its support to the CSFY during the court case. The FNCSF's executive director testified on behalf of the 31 school councils and boards on managing admissions to francophone schools outside of Quebec.
- The ACELF also has an annual meeting to which various school stakeholders are invited. The CSFY's executive director will take part in the 2011 annual symposium.
- The RNDGÉ and ADÉON also organize various meetings during the year to offer executive directors the opportunity to network, share their experience and develop common projects. Also, a summer training session is offered to executive directors every year.
 I took part in the summer meeting. The training session was on technological changes in education.

5. School management

The CSFY is in charge of hiring staff at Émilie Tremblay School and Parhélie Academy. A selection committee is comprised of the principal of the schools, the executive director and a commissioner.

The CSFY annually adopts the calendar prepared by the schools.

The CSFY annually adopts the staffing presented by the school administration teams and conducts any follow-up required, based on the needs identified.

Staff evaluation is in line with the Department of Education requirements. Staff evaluation is done by the school principal. The school principal is evaluated by the executive director of the CSFY.

All personnel, according to their career growth plan, are invited to take part in professional development workshops. Also, the principal offers constant support to the staff.



During the elections, the CSFY organized a training session with commissioners to clarify their roles and responsibilities.

The CSFY organized several work sessions to prepare the files for public meetings.

All the CSFY's public meetings are in accordance with the requirements of the *Education Act*.

The CSFY gives a copy of the minutes of every meeting to the Yukon Department of Education as required.

The CSFY prepares an annual budget that is presented to the Department of Education according to the Education Act. Once the budget is adopted, the CSFY is responsible for monitoring it.

The CSFY prepares financial statements for every public meeting. Also, a financial audit is done once a year, presented to the AGM of the CSFY and a copy is given to the Department of Education.

The CSFY manages renovations made at the schools following the guidelines from the Department of Education and Property Management.

Winning the court case against the Yukon government provided an incredible boost to the CSFY. This victory has had an impact on Canadian francophone communities in a minority setting across the country.

The CSFY manages the committee for the location of two portables that will be provided by the Department of Education to meet the growing needs for physical resources in its schools.

Conclusion

Over the last few years, the efforts of the CSFY have been put into obtaining full school management by francophones for francophones.

An incredible job was done by several members of the community. The court case was a stressful and demanding period for all involved, especially the witnesses. On behalf of the CSFY, I would like to thank everyone involved in this process. At the community level, I would more particularly like to thank Jeanne Beaudoin, Jean-François Blouin, Marc Champagne and M. André Bourcier who testified. This long, collective effort has paid off.

Now that the court case is over, the CSFY wants to ensure that the strategic plan in place is followed and

meets the needs of its community, according to the resources put at its disposal.

The CSFY would like to thank Marc Champagne for the work he did as principal of Émilie Tremblay School and Parhélie Academy. His commitment, professional ethics and involvement with students, parents and staff were remarkable during his two years as principal. A thousand thanks, Marc, and have an excellent new school year.

I take this opportunity to welcome Mark Muckler, the new principal, and Manon Carrière, the new vice principal. I wish you both great successes in your new positions.

Since the CSFY is responsible for the development and programming of the Parhélie Academy, we recommend that the program continue for the next year with all the existing resources. Also, the CSFY will thoroughly evaluate the programming during the year in order to decide how to improve the existing program.

In conclusion, I wish to thank the school staff for their professionalism, involvement, commitment and hard work. Teaching French as a first language in a minority setting is a multifaceted task, and the school staff has made remarkable efforts to meet the needs of its community.

I would also like to thank the parents and partners for the support shown during the court case; like us, they understand the importance of a French education managed by and for francophones.

A big thank you to the elected officials who voluntarily give their time to further the files of the CSFY. The commissioners are involved people who represent the community. Thank you for your work.

Lastly, I would like to thank my administrative assistant whose work with the CSFY is remarkable and who provides constant support to the school.

Thank you to all of you from the bottom of my heart. I am pleased and excited to start my sixth year at the CSFY and will continue to do my best to provide a quality education and meet the needs of the CSFY and its schools.

Lorraine Talifer, DG, Commission scolaire francophone du Yukon

6. Support students to make effective transitions

Transitions between grades, and in some cases, between schools and communities are increasingly monitored by teachers, administrators and the area superintendent. This is done using regular attendance reports, assessment results and daily observations of classroom activities and school events. Some schools mail monthly attendance reports home. In addition to this, the department tracks transitions in monthly enrolment reports. It is the role of school administrators, with support from their superintendent, to follow up directly with the parents and legal guardians of students whose behaviour and attendance suggest that they may have trouble in making important transitions.

Completion rates (graduation rate) are measured by tracking a six-year cohort. That means tracking progress of students from their start in Grade 8 to their completion in Grade 12, including one extra year for students taking more courses or taking a sixth year. This is comparable to the way completion rates are shown in B.C. and other Canadian jurisdictions.

6.1. Six-year completion rate

The six year completion rate is all the students who entered Grade 8 for the first time in 2005–2006 and received a graduation certificate within six years. The completion rate also reflects in- and-out migrations. In-migrations are those students who come in to the system during the six years who would have been in Grade 8 for the first time in 2005–2006. Out-migrations that are included in the calculation of the completion rate are students who may still be in the system but who have not graduated and students who have abandoned their education. Out-migrations not included in the completion rate are those students who are confirmed as leaving the system to complete their secondary school education outside the Yukon. The six-year completion rate for 2010–2011 is 68 per cent however; of the students who did not complete the graduation program in six years, 24.1 per cent have been identified as still in school in Yukon. It should be noted that this is the first year for this calculation and the data has come from an older, less accurate data collection system as well as the new YSIS system. This issue will be resolved when all data comes from YSIS.

6.2. Graduation rates for self-identified First Nations students enrolled in Grade 12 (as of July 12, 2011 YSIS GDE-Extract)

Rural/Urban	First Nations	Graduated	Students	PCT
Urban	Non-First Nations	215	289	74%
Urban	First Nations	56	96	58%
Urban	,	271	385	70°
Rural	Non-First Nations	26	36	72%
Rural	First Nations	13	27	48%
Rural		39	63	62°
Yukon		310	448	69°

Graduation rates for female and male students enrolled in Grade 12 (as of July 12, 2011 YSIS GDE-Extract)

Rural/Urban	Female/Male	Graduated	Students	PCT
Urban	Female	152	207	73%
Rural	Female	22	36	61%
Female		174	243	72%
Urban	Male	119	178	67%
Rural	Male	17	27	63%
Male		136	205	66%

7. Demonstrate improved success and student achievement with a focus on First Nation students, rural students and by gender

Student achievement in the Yukon Assessment Matrix

A summary of trends falling out of the formative assessment tools, such as the EDI, Kindergarten readiness, School Wide Writes, District Assessment of Reading Teams. Also included, are the annual results, compared over time and where appropriate, with other jurisdictions such as B.C. and Alberta, of the summative assessment tools, including standardized test results such as the Yukon Achievement Tests and the five mandatory B.C. Provincial Exams.

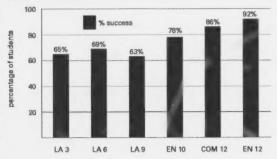
- Yukon Achievement Tests (YAT)
 - o Grade 3 Math and Language Arts
 - o Grade 6 Math and Language Arts
 - o Grade 9 Math and Language Arts
- Five B.C. Provincial Exams (mandatory)
 - o Grade 10 English, Math and Science
 - o Grade 11 Social Studies
 - o Grade 12 English, Grade 12 First Peoples English or Grade 12 Communications
 - o Francaise Langue 12 for bilingual certification



Overview of Achievement in Language Arts and Mathematics

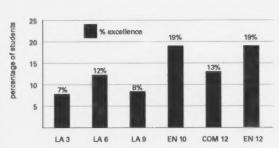
Achievement in Language Arts 2010–2011

(50% or better)



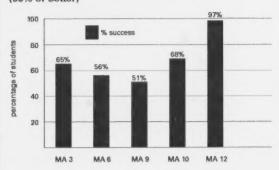
Excellence in Language Arts 2010–2011

(80% or better)



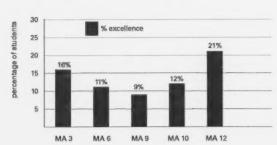
Achievement in Mathematics 2010–2011

(50% or better)



Excellence in Mathematics 2010-2011

(80% or better)



Note:

MATH 9 / MATH 6 / MATH 3 are a combination of the exams "Mathematics" and "Mathématiques"

MATH 10 is a combination of the exams "Applications of Mathematics 10", "Apprenticeship and Workplace Math 10", "Essentials of Mathematics 10", "Foundations of Math and Pre-Calculus 10" and "Principles of Mathematics 10"

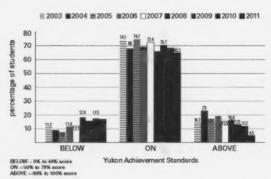
MATH 12 is a combination of the exams "Applications of Mathematics 12" and "Principles of Mathematics 12"

Yukon Achievement Test Highlights

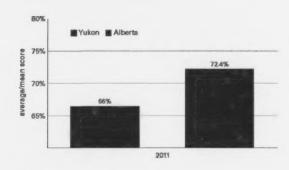
English Language Arts 3 Average Scores



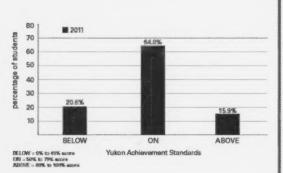
Language Arts 3 Yukon Distribution of Results



Mathematics 3 Average Scores

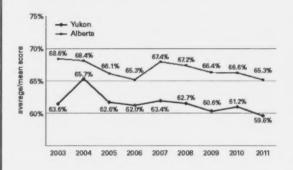


Mathematics 3 Yukon Distribution of Results

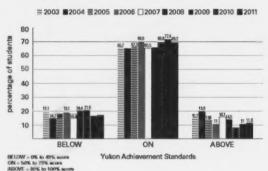




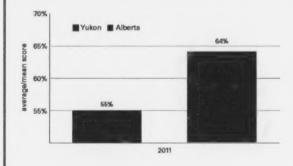
English Language Arts 6 Average Scores



Language Arts 6 Yukon Distribution of Results



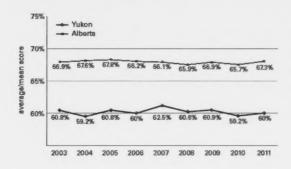
Mathematics 6 Average Scores



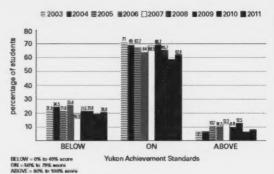
Mathematics 6 Yukon Distribution of Results



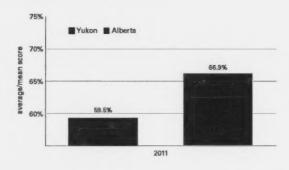
English Language Arts 9 Average Scores



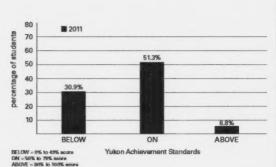
Language Arts 9 Yukon Distribution of Results



Mathematics 9 Average Scores



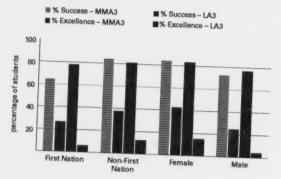
Mathematics 9 Yukon Distribution of Results



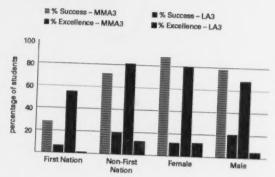


Achievement of First Nation and Non-First Nation students and Males and Females

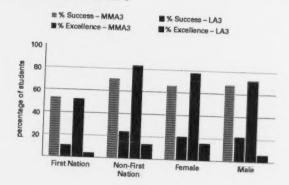
Achievement in Grade 3



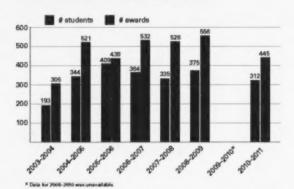
Achievement in Grade 6



Achievement in Grade 9



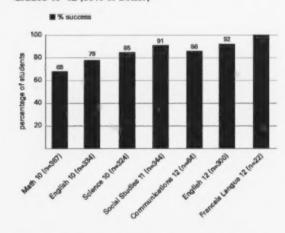
Yukon Excellence Awards (YEA) 2010-2011



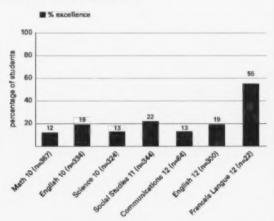
YATS-72 students were eligible for 101 awards totaling \$20,200 BCPs-240 students were eligible for 344 awards for total of \$133,500 312 students were eligible for 456 awards for a total

amount of \$153,700

B.C. Provincial Exams-Achievement in Grades 10-12 (50% or better)



B.C. Provincial Exams—Excellence in Grades 10–12 (80% or better)



In addition to the five mandatory exams, many Yukon students wrote optional B.C. Provincial Exams. For the 2010–2011 school year, 158 Yukon students wrote an optional exam; 21 % achieved marks of 80% or higher.

B.C. Provincial Exams (Average marks as sent from B.C.)

As of August 2011, B.C. will no longer offer optional exams for B.C. and Yukon students.

2010-2011 Required Exams	Yukon Average	B.C. Average
Math 10-foundations only (n=243)	66.5	71.8
English 10 (n=334)	65.7	72.2
Science 10 (n=324)	68.2	71.6
Social Studies 11 only (n=314)	70.4	72.9
Communications 12 (n=64)	63.2	66.5
English 12 (n=300)	70.3	72.9

Average absence days for 2010-2011 school year

Rural/Urban	First Nations	Non-First Nations
Rural	30	24
Urban	19	14

Secondary Schools 2010–2011					
Rural/Urban	First Nations	Non-First Nations			
Rural	55	25			
Urban	34	21			

Yukon Schools 2010-2011					
Rural/Urban	First Nations	Non-First Nations			
Rural	35	24			
Urban	26	17			

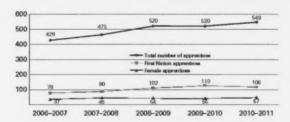
Yukon has an inclusive, adaptable and productive workforce that contributes to and strengthens the economy.

Goal 2

Monitor labour market needs and deliver courses for skill enhancement as required

The Advanced Education Branch administers registration for apprentices' in-school technical training. Yukon College, and other outside training institutions such as Alberta, offer the course training. Please note also, that as the department strategic plan was approved in February 2009, some of these indicators are newly created. Over time, the data to support these indicators will be more extensive and allow for comparisons, making the indicator itself more useful and informative

1.1 Number of Yukon Apprentices Registered in Each Year



1.2 Individuals who received certification (copy of T Q certified from 2006–2011)

- After the second for the second second	2006	2007	2007	-2008	2008	-2009	2009	2010	2010-	2011	Trad
Trade	APP	TQ	APP	TQ	APP	TQ	APP	TQ	APP	TQ	Tota
Automotive Painter*	2	0	1	0	1	0	3	0	1	0	8
Automotive Service Technician	10	0	10	0	6	1	9	1	8	0	45
Baker *	0	0	0	0	0	0	0	1	0	1	2
Cabinetmaker *	0	2	0	1	0	1	0	1	0	1	6
Carpenter *	21	2	23	2	37	4	38	3	32	1	163
Construction Electrician *	9	2	8	3	13	1	16	1	13	2	68
Cook *	4	2	3	2	3	4	2	5	2	4	31
Floorcovering Installer *	0	0	0	0	0	0	0	0	0	0	0
Gasfitter (1st / 2nd Class)	0	2	1	2	1	3	0	2	0	0	11
Glazier *	1	0	1	0	0	0	1	0	1	0	4
Hairstylist *	5	1	4	1	6	1	7	4	2	2	33
Heavy Duty Equipment Technician (Off Road) *	2	4	4	3	5	2	7	2	6	1	36
Heavy Equipment & Truck & Transport Technician *	0	0	0	0	0	0	0	0	0	0	0
Industrial Electrician *	0	1	0	1	0	0	0	2	1	3	8
Industrial Mechanic (Millwright) *	0	0	0	0	1	0	1	1	1	1	5
Insulator (Heat & Frost) *	0	0	0	0	0	0	0	0	0	0	0
Machinist *	0	0	1	0	3	0	1	0	1	0	6
Motor Vehicle Body Prepper	1	0	1	0	0	0	2	0	0	0	4
Motor Vehicle Body Repairer	1	0	1	0	0	0	1	0	0	0	3
Motor Vehicle Body Repairer (Metal & Paint) *	1	0	1	0	0	0	1	1	0	1	5
Oil Burner Mechanic *	3	1	1	0	0	1	2	2	4	1	15
Outdoor Power Equipment Technican	1	1	1	1	1	0	1	0	0	0	6
Painter & Decorator *	0	1	0	0	0	0	0	0	0	1	2
Partsperson *	1	3	1	0	1	1	2	2	3	3	17
Plumber *	2	1	3	0	5	0	4	1	6	1	23
Power System Electrician	2	0	1	0	1	0	1	0	2	0	7
Powerline Technician *	1	1	1.	0	2	2	2	2	6	1	18
Recreation Vehicle Service Technician *	2	0	0	0	0	0	0	0	1	0	3
Refrigeration & Air Conditioning Mechanic *	0	0	0	0	1	0	0	0	0	0	1
Roofer *	0	0	0	0	0	0	0	0	0	1	1
Sheet Metal Worker *	4	0	2	0	1	0	4	0	3	0	14
Sprinkler System Installer *	0	0	0	0	0	1	0	0	0	0	1
Steamfitter / Pipefitter *	0	0	0	0	0	0	1	0	1	0	2
Transport Trailer Technican	2	1	4	1	3	1	4	0	2	0	18
Truck & Transport Technican *	2	2	5	3	3	1	4	1	2	3	26
Welder *	0	0	2	2	5	4	6	3	4	1	27

1.3 Yukon Registered Apprentices by Trade

Trade	Attendance
Automotive Service Technician	8
Carpenter	62
Construction Electrician	31
Cook	1
Gasfitter	1
Glazier	1
Hairstylist	1
Heavy Duty Equipment Technician (Off Road)	3
Heavy Equipment & Truck & Transport Technician	6
Industrial Electrician	1
Machinist	4
Partsperson	4
Plumber	16
Power System Electrician	2
Powerline Technician	7
Recreation Vehicle Service Technician	2
Refrigeration and Air Conditioning Mechanic	2
Sheet Metal Worker	7
Steamfitter/Pipefitter	1
Welder	3
TOTAL	163

Note: Chart refers to those apprentices who attended in-school technical training.

1.4 Waiting lists by trade

Carpenter Level 2-2 on wait list

Electrical Level 2-2 on wait list

1.5 Student Training and Employment Program (STEP)

Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Budget	\$368,000	\$368,000	\$368,000	\$368,000	\$368,000
Number of Jobs	138	134	113	111	122

1.6 Summer Career Placement (SCP) Program

Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Budget	\$114,500	\$114,500	\$114,500	\$114,500	\$114,500
Number of Jobs	69	54	39	42	63

1.7 Post-secondary Funding for Yukoners

In 2010–2011, the Yukon Department of Education provided the following support to Yukon students:

Funding Source	Number	Amount
Yukon Grants	778	\$3,639,147
Student Training Allowance	204	\$549,832
Canada Student Loans	215	\$1,110,502
Canada Student Grants	223	\$379,810

2. Identify future labour needs and address through training and immigration

Two labour market programs administered by the Advanced Education Branch of the Department of Education support labour market needs: Temporary Foreign Workers and Yukon Nominee Program.

There were 140 approved nominee applications from August 31, 2010 to August 31, 2011 out of a total of 194 applications. There were 71 employers making application to the program. A total of 87 school-aged children came to Yukon as a result of the Yukon Nominee Program. The breakdown is as follows:

- 21 nominees with one dependent;
- 18 nominees with two dependents;
- · six nominees with three dependents and
- three nominees with four dependents.

3. Support the strategic goals with the Community Training Funds

The following list of organizations applied for and received under the Community Training Fund. This represents 83% of those applying for funds. 100% of organizations funded submitted final reports, as required by Yukon Government Transfer Payment Agreements.

Community Funds Watson Lake	\$66,000
Sector Funds	Φ00,000
Tourism	\$50,000
Heritage	\$50,000
Cultural Industries	\$50,000
Community Training Trust Society	\$75,000
Non-Governmental Organization	\$50,000
Project Funds: 2010-2011	
Yukon Women in Trades & Technology (YWITT)	\$98,100
Learning Disabilities Association of Yukon (LDAY)	\$60,000
Skills Canada Yukon	\$79,431
Yukon Skills Competition	\$40,000
Association Franco Yukonnaise	
 French as a Second Language (SOFA) and; 	\$20,000
Destination Canada	\$26,058
Yukon Learn	
Computer Employability Classes	\$20,000
Strategic Plan	\$21,000
Marketing Plan	\$10,325
Yukon Child Care Association - Child Care Workshop	\$9,600
Yukon Tourism Education Council (YTEC) - ESL & Integration Service	\$82,228
Leaping Feats Creative Danceworks - Costume Construction Project	\$50,000
Yukon Federation of Labour – Health & Safety Training for Immigrants	\$84,906
Training Initiative for Older Workers (TIOW)	\$92,248
Yukon College	
Enhanced Language Training	\$41,250
Oil Burner Technician "B"	\$54,338
 Sheet Metal Pre-Employment 	\$80,068
Ross River OFA3/EMR	\$15,165
Survey Technician Program	\$90,367
 Pelly Crossing Campus Essential Skills Food Preparation 	\$71,313



4. Canada-Yukon Labour Market Agreement Performance Indicators

1. Client Indicators

Total number of clients who started their training during the reporting year, by employment status		Total number of clients who started their training during the reporting year, by educational attainment		Total number of clients who started their training during the reporting year, by designated group status	
Employed	76	Less than high school	39	Aboriginal peoples	55
Unemployed	95	High School	41	Immigrants	58
Self-employed	2	Post-secondary	82	Older workers	45
None of the above				Persons with disabilities	21
				Women	85
				Men	47

2. Service Satisfaction Indicators

	Total number of clients who started their training during the reporting year	Proportion of clients who reported they were satisfied with the service received
Employment services, for unemployed and employed clients	64	64/64 (100%)
Skills development and upgrading	25	20/25 (80%)
Work experience, for unemployed clients	46	28/46 (61%)
Combination of skill development and work experience for unemployed clients	32	31/32 (97%)
Workplace-based skills development, for employed clients	6	6/6 (100%)

3. Completion Indicators

	Proportion of clients who completed their training during the reporting year	
Employment services, for unemployed and employed clients	64/64 (100%)	
Skills development and upgrading	20/25 (80%)	
Work experience, for unemployed clients	28/46 (61%)	
Combination of skill development and work experience for unemployed clients	31/32 (97%)	
Workplace-based skills development, for employed clients	6/6 (100%)	

